

## Application and Research of “Flip Classroom” Teaching Mode in Listening Teaching for English Majors in Applied Colleges

Hu Yue

School of Foreign Languages and International Communication, Jilin Agricultural Science and Technology College, Jilin, Jilin, 132101, China

**Keywords:** Flipping Classroom; Teaching Mode; Undergraduate College; English Professional Listening

**Abstract:** At present, there are many deficiencies in the teaching mode of English listening in Applied Undergraduate Colleges and universities. Through investigation, it is found that interaction is the common demand of students at different levels for listening classroom teaching. Therefore, through the application of the "flip classroom" teaching model in the listening teaching of English majors in Applied Undergraduate colleges, the author explores and analyses this problem. The research results show that the "flip classroom" teaching mode is adopted in the English listening teaching of applied undergraduate colleges. Compared with the traditional English teaching mode, the "flip classroom" teaching mode can effectively cultivate students' practical application ability.

### 1. Introduction

The flipping classroom originated from Woodland Park High School in Rocky Mountain, Colorado, USA [1]. Many middle schools and universities abroad have promoted and experimented with the flipping classroom. As a basic skill course, the listening course is based on the results of the traditional teaching mode, and the test-oriented training is the main, resulting in a tense and boring classroom atmosphere, and students' enthusiasm is not high [2]. In the actual knowledge learning process, the teachers design questions for them, select examples, and enable students to conduct independent analysis and exploration on the basis of learning observation and practical inquiry, and strive to truly grasp the knowledge points, and then draw conclusions [3]. The decrease in the demand for traditional English majors in the talent market is an objective reflection of the diversified demand of the market [4]. In the teaching of listening, the author finds that the English majors in applied universities have weak language foundation and obvious inadequacy of listening ability, which seriously affects the improvement of their comprehensive language ability [5]. However, for non-English majors in Local Applied Undergraduate Colleges and universities, their English listening ability is far from the national and social requirements for the cultivation of English application-oriented talents, which to some extent violates the teaching objectives of College English [6].

### 2. Flipped Classroom

Over the past ten years, flipped classroom has developed rapidly in theoretical research and teaching practice in the field of education at home and abroad [7]. Without the implementation of flipping classroom, the value of micro-class will be greatly reduced. Without the flip class of micro-class, it is very difficult for such class to really flip up [8]. In order to change the current situation of students' passive learning, improve students' language proficiency and improve the quality of English listening teaching in Applied Undergraduate Colleges and universities, teaching reform is imperative [9]. A large number of practical research results show that the inquiry-based teaching model is more suitable for college English listening teaching in Application-oriented Colleges and universities, and the application of this model can better ensure the effectiveness of College Students' acquisition of listening knowledge [10]. It should be noted that the traditional single-family "scholar-style" English language and literature professionals have been oversupplied.

Or the single foreign language major and the basic skill type talents can no longer meet the needs of the market economy. The market needs more complex foreign language talents that integrate other professional knowledge and skills. In addition, many students are unfamiliar with the pronunciation rules of English. They do not have the pronunciation skills such as continuous reading and weak reading. They have read and heard two pronunciation systems, which can not smoothly capture the vocabulary and words of continuous reading and weak reading. Flow, causing hearing failure.

Lu Xinchao, a scholar who studies interpreting and listening, believes that listening comprehension is a cognitive activity carried out through hearing and the brain. It is a process of constructing positive meanings by using various knowledge and strategies to transform perceived speech information into meaning. Most scholars' research looks at the changes brought about by the new things of micro-courses and flipping classrooms from a macro perspective. However, many students have cognitive biases on listening strategies and techniques. They believe that listening ability means being able to understand every word of listening materials. Listening skills are only one of the means of examinations. Since then, Beiwai and Guangzhou have joined the ranks of this talent training mode reform, but most colleges and universities have a wait-and-see attitude, did not follow up the reform of this talent training mode in time. Specifically, in the first semester, teachers must emphasize the teaching of students' phonetic knowledge. In the second semester, teachers must emphasize the training of students' speed ability. Therefore, this paper intends to explore the application of interactive teaching mode in the listening teaching of Applied Undergraduate Colleges and universities, in order to provide reference for improving the quality of listening teaching and promoting students' listening learning.

### **3. The Importance of Listening to Language Learning**

A large number of teaching practice studies have shown that in the inquiry-based teaching of College English listening in Application-oriented Colleges and universities, teachers must first make clear the teaching tasks and objectives, and make teaching plans and plans in accordance with the actual situation of students. In addition, students should be guided to find their own learning methods according to the teaching goal plan and optimize the learning effect. To this end, a few colleges and universities have made a keen response. In fact, for the learners of English as a second language, it is unrealistic and unnecessary to listen to every word correctly. Culture has a wide meaning and rich content. English learners can only understand the different cultural backgrounds of Western countries and prepare for real communication in order to achieve a true understanding in the process of listening. At the same time, however, teachers cannot equate the introduction of cross-cultural knowledge with the culture of English language materials. Cross-cultural competence does not have certain cultural knowledge or notices some superficial cultural phenomena, but teachers While establishing the correct attitudes and beliefs of their national culture, students guide the students to form the spirit and consciousness of Western ethnic culture.

However, at present, the theoretical research on flipping classrooms in China is more than practical research. From the perspective of practical application subjects, compared with higher education, the basic education field has more applications of flipping classrooms. In the process of listening, the listener should comprehensively use the existing experience, non-linguistic knowledge, combined with the known context to make comprehensive judgments and speculations, so as to obtain the main idea and important details of the material being listened to. Not only that, but the debate over what kind of talents to train foreign language majors in colleges and universities has always been one after another. On the basis of this overall inquiry-based listening teaching plan, teachers should also vary from person to person to ensure that every student can make continuous progress and development. Only in this way can students really enhance their awareness of learning subject. With the development of information technology, network and multimedia technology make it possible to innovate interactive teaching methods, promote the transformation of the roles of teachers and students, and its guiding significance for teaching research and practice becomes more and more obvious.

#### 4. Conclusions

Nowadays, the flipped classroom teaching mode has been applied in many comprehensive colleges and universities all over the country. However, the applied research in Applied Undergraduate Colleges and universities is still very few. In English listening teaching, teachers should change their traditional roles and try to construct learning situations that are conducive to teacher-student interaction and student-student interaction. It not only pays attention to listening training, but also pays attention to the exploration of knowledge and the exchange of ideas, stimulates students' self-initiative, and leads them to the fields they want to know. The inquiry-based teaching model of College English listening highlights the core status of students, and guides teachers to make rational use of modern multimedia technology to realize the effective combination of in-class teaching and out-of-class teaching. And provide teaching strategy guidance, which will help improve the efficiency of college English listening teaching in applied undergraduate colleges. In summary, there are widespread barriers to listening comprehension among applied undergraduate English majors, which restricts the further improvement of students' English proficiency. To create a truly interactive and equal atmosphere, students can feel their importance, experience the excitement and meaning of learning, learn more basic knowledge, and demonstrate greater creativity and problem solving.

#### References

- [1] Herreid C F, Schiller N A. Case Study: Case Studies and the Flipped Classroom.. *Journal of College Science Teaching*, 2013, 42(5):62-67.
- [2] Gilboy M B, Heinerichs S, Pazzaglia G. Enhancing Student Engagement Using the Flipped Classroom. *Journal of Nutrition Education and Behavior*, 2015, 47(1):109-114.
- [3] McLaughlin J E, Roth M T, Glatt D M, et al. The Flipped Classroom:, A Course Redesign to Foster Learning and Engagement in a Health Professions School. *Academic Medicine*, 2014, 89(2):236-43.
- [4] Tune J D, Sturek M, Basile D P. Flipped classroom model improves graduate student performance in cardiovascular, respiratory, and renal physiology. *AJP: Advances in Physiology Education*, 2013, 37(4):316-320.
- [5] Abeysekera L, Dawson P. Motivation and cognitive load in the flipped classroom: definition, rationale and a call for research. *Higher Education Research & Development*, 2015, 34(1):1-14.
- [6] Enfield J. Looking at the Impact of the Flipped Classroom Model of Instruction on Undergraduate Multimedia Students at CSUN. *TechTrends*, 2013, 57(6):14-27.
- [7] Gaughan J E. The Flipped Classroom in World History. *History Teacher*, 2014, 47(2):221-244.
- [8] Mok H N. Teaching Tip: The Flipped Classroom. *Journal of Information Systems Education*, 2014, 25(1):7-11.
- [9] Critz C M, Knight D. Using the flipped classroom in graduate nursing education. *Nurse Educator*, 2013, 38(5):210-213.
- [10] Betihavas V, Bridgman H, Kornhaber R, et al. The evidence for 'flipping out': A systematic review of the flipped classroom in nursing education. *Nurse Education Today*, 2016, 38:15-21.